**Georgia Educators’ Task Force  
Professional Behaviors and Dispositions Assessment (PBDA)**

**1. Collaboration**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate collaborates with others. | Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others **OR** is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings | Acknowledges verbally or in writing the need for or the importance of collaboration **but does not** engage in productive, collaborative work | Collaborates with others **AND** makes positive contributions toward productive, collaborative work | Actively seeks opportunities to collaborate with others **AND** makes positive contributions to collaborative work |

**2. Attitude**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates a positive attitude. | Demonstrates a negative attitude | Demonstrates a positive attitude under typical, circumstances, but response to challenging situations is often unpredictable | Demonstrates a positive attitude in typical **AND** challenging situations | Demonstrates a positive attitude in typical and challenging situations **AND** is proactive in promoting positive attitudes among others, |

**3. Relationship with Adults**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.). | Acts toward others in ways that are disrespectful or inappropriate | Generally maintains positive relationships with adults, with few lapses | Maintains positive relationships with adults at all times | Maintains positive relationships with adults at all times **AND** is proactive in creating and promoting an environment that is mutually respectful |

**4. Communication**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate communicates effectively. | Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others (e.g., students, parents or guardians, district and school personnel) **OR** lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment | Acknowledges verbally or in writing the importance of effective communication (e.g., with students, parents or guardians, district and school personnel) **BUT** sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment | Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) **AND** uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment | Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; **AND** communicates with individuals outside the school environment to promote awareness of education related issues |

**5. Attendance**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate adheres to policies regarding attendance and punctuality. | Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality. | Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality **AND** attempts to comply with policies | Knows and adheres to university, school, and/or district policies regarding attendance and punctuality | Knows and adheres to university, school, and/or district policies regarding attendance and punctuality **AND** attends school related events that are not required, such as extracurricular school activities, parent organization meetings, community events related to the school |

**6. Relationship with Students**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate interacts appropriately and positively with others. | Interacts inappropriately or negatively toward students **OR** provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group | Interacts appropriately and positively with students **BUT** provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group | Interacts appropriately and positively with students **AND** provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group | Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group **AND** is *proactive* in promoting respect for and understanding of students’ needs and interests |

**7. Initiative**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates evidence of initiative. | Avoids opportunities to initiate and/or complete responsibilities | Completes assigned responsibilities when prompted | Initiates and completes responsibilities without prompting | Initiates and completes responsibilities without prompting **AND** seeks opportunities to take on new responsibilities and challenges |

**8. Professional Appearance**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance. | Does not meet minimum expectations for personal hygiene **OR** violates university, school, and/or district policies for professional appearance | Is clean and neat **BUT** occasionally fails to adhere to university, school, and/or district policies for professional appearance | Is clean and neat **AND** adheres to university, school, and/or district policies for professional appearance | Is clean and neat **AND** consistently exceeds university, school, and/or district minimum standards for professional appearance |

**9. Legal and Ethical Conduct**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate adheres to legal and ethical standards for behavior. | Does not adhere to university, school, and/or district policies; **OR** deliberately fails to uphold the State Code of Ethics | Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior **AND** asks questions or pursues information to increase understanding of the State Code of Ethics | Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior **AND** upholds the State Code of Ethics for Educators | Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators **AND** advocates for equitable treatment of others **AND** develops preventative methods to protect students and/or teachers from conditions that interfere with learning or are harmful to their health and safety |

**10. Diversity**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences. | Does not listen and respond appropriately to others’ opinions **AND/OR** demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies | Listens and responds appropriately to others’ opinions **AND** seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies | Listens and responds appropriately to others’ opinions **AND** exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies | Listens and responds appropriately to others’ opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies **AND** advocates for fair and equitable treatment for all |

**11. Learning Environment**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates a commitment to creating a positive, low risk learning environment. | Does not demonstrate a willingness to create a positive, low-risk learning environment **OR** allows disruptive behavior to interfere with learning | Demonstrates progress toward creating a positive, low-risk learning environment **AND** provides students with choices, makes relevant connections, builds understanding, and develops relationships that create a sense of belonging between and among learners | Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners | Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners AND is **proactive** in disseminating information with others about how to create a positive learning environment |

**12. Time Management**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate uses time effectively. | Demonstrates no evidence of a reliable system for planning and scheduling | Demonstrates progress toward development of a reliable system for planning and scheduling | Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization | Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization **AND** supports others in helping them to learn time management skills |

**13. Commitment to Student Learning**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates a commitment to students’ learning. | Demonstrates little or no evidence of commitment to student learning | Demonstrates commitment to student learning by identifying student strengths **OR** needs based on evaluations, assessments | Demonstrates commitment to student learning by evaluating student strengths **AND** needs | Demonstrates commitment to student learning by evaluating student strengths and needs **AND advocates** for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology |

**14. Commitment to Continuous Improvement**

|  | **Does Not Meet Expectations** | **Developing** | **Meets Expectations** | **Exceeds Expectations** |
| --- | --- | --- | --- | --- |
| The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator. | Demonstrates little or no evidence of commitment to continuous improvement as a professional educator | Demonstrates evidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice | Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice | Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice to guide instruction in the classroom **AND** engages in professional learning opportunities, seeks feedback from others, holds membership in professional organizations |